



# 2022-23 K12 ESEA Federal Programs

A Journey Together to a Strategic Improvement Destination

Tier 1: Module 1 Support



# Module Objectives

- Deliver an Opening Welcome Message
- Cover the Universal Monitoring System
- Convey Program Office Tier 1 October Topics
  - **Title I, Part A** – Improving Basic Programs Operated by LEAs
  - **Title I, Part C** – Education of Migratory Children
  - **Title I, Part D** – Neglected & Delinquent Youth
  - **Title II, Part A** – Supporting Effective Instruction
  - **Title III, Part A** – English Language Acquisition, Language Enhancement and Academic Achievement
  - **Title IV, Part A** – Student Support and Academic Enrichment
  - **Title V, Part B** – Rural and Low-Income Schools
  - **Title IX, Part A** – McKinney-Vento Program





# Opening Welcome Message

Dr. Peggy Aune, Vice Chancellor for Strategic Improvement



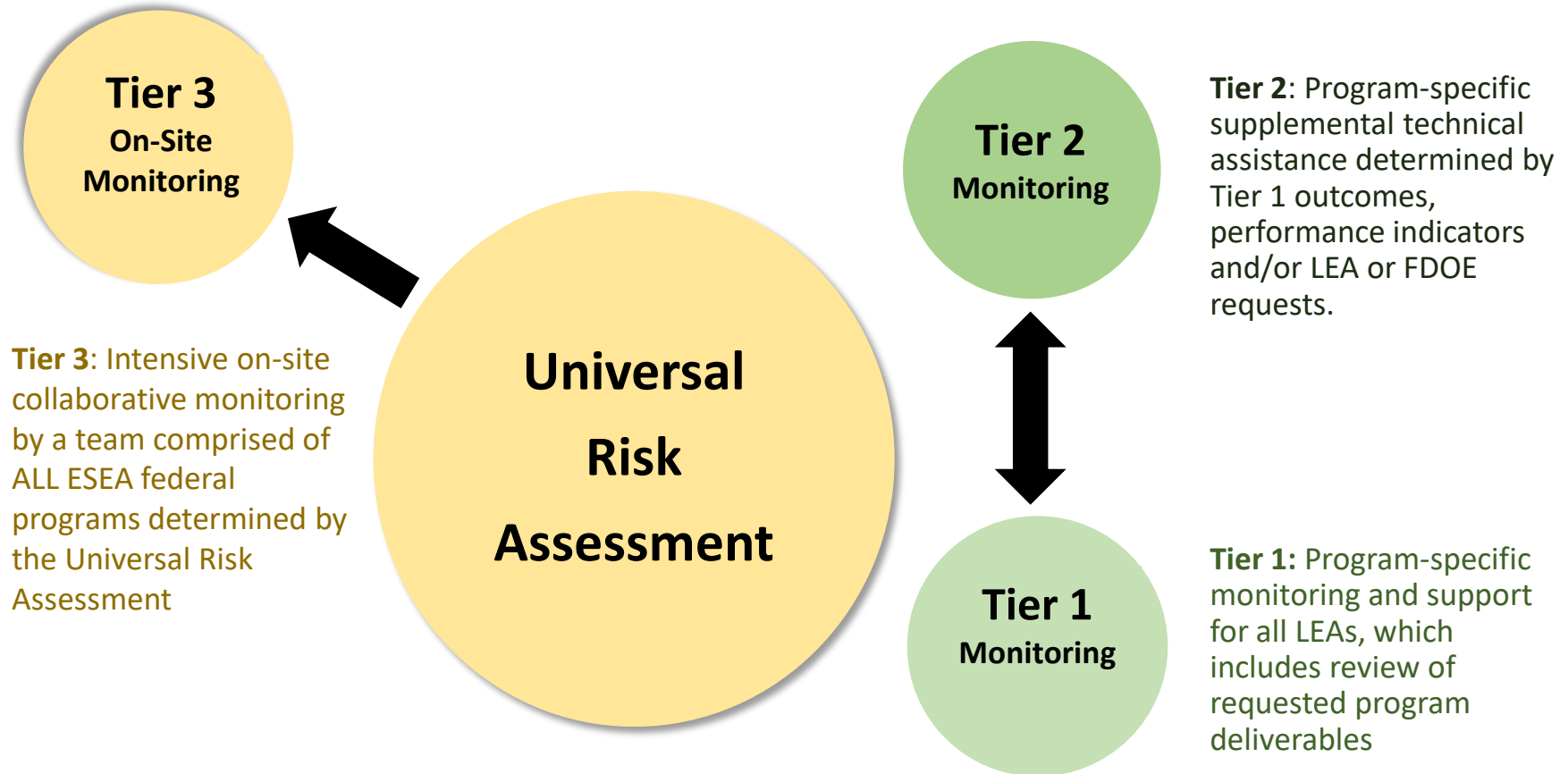


# 2022-23 Universal Monitoring System

The Risk Assessment and Support Tiers

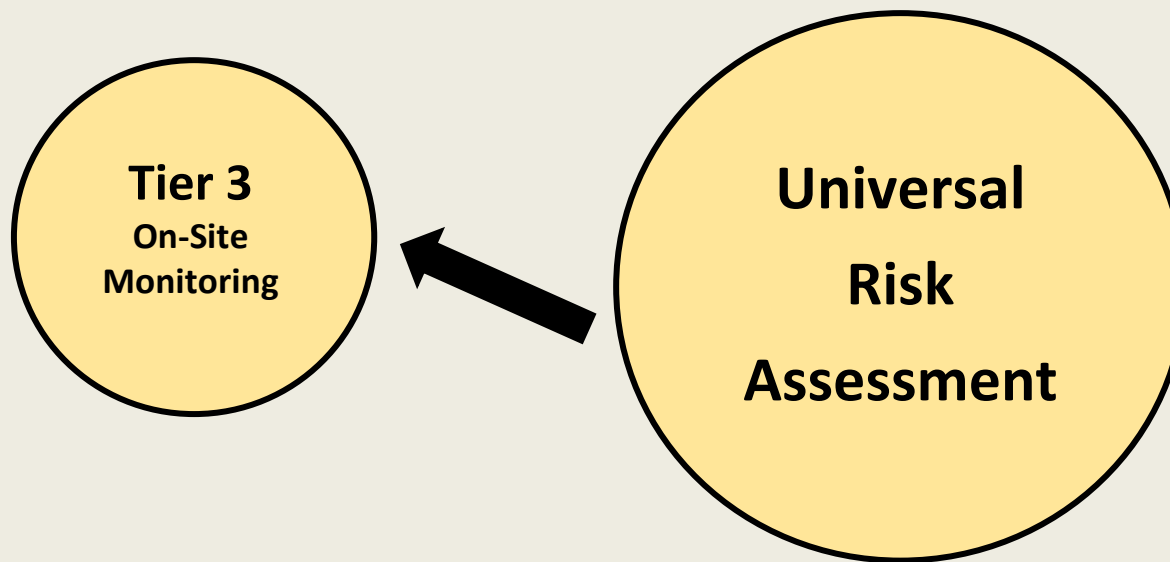


# 2022-23 Universal Monitoring System for K12 ESEA Federal Programs



# 2022-23 Universal Risk Assessment

- **Goal:** Identify high-risk LEAs for Tier 3 intensive on-site collaborative monitoring.



# 2022-23 Universal Risk Assessment

- **Risk** is evaluated to determine the likelihood and potential impact of an LEA not achieving grant goals and compliance requirements.
- The 2022-23 universal risk assessment analyzes quantifiable data points/**indicators** using **risk criteria** levels to determine a total **risk score** for each LEA.
- The LEA's total **risk score** will be used to determine if Tier 3 intensive on-site collaborative monitoring will be conducted by a team comprised of ALL ESEA federal programs.



# 2022-23 Universal Risk Assessment

#	Indicator	Low Risk Value	Medium Risk Value	High Risk Value	Low Risk Criteria	Medium Risk Criteria	High Risk Criteria	Data Source
1	Percent of Schools in the District with Comprehensive Support & Improvement (CSI) Status (most recent available)	5	10	15	Less than 10%	10% - 19.99%	20% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
2	Percent of Schools in the District with Targeted Support & Improvement (TSI) Status (most recent available)	3	6	10	Less than 50%	50% - 69.99%	70% or more	2022-23 Federal Index and ESSA Support Categories, by School as of July 18, 2022
3	Total Allocation of Federal Grants, FY 2022-23	5	10	15	Less than \$3 million	\$3-10 million	More than \$10 million	Sum of preliminary 2022-23 Federal grant allocations for 7 programs within the consolidated application
4	Total Number of Federal Grants, FY 2022-23	3	6	10	3 grants or less	4 to 5 grants	6 -7 grants	Number of Federal grants per district for 2022-23 within the consolidated application
5	Percent of Unexpended Federal Grant Funds (2021-2022)	5	10	15	10.00% or less	10.01% - 20.00%	20.01% or more	Sum of unexpended funds from 2020-2021 FLAGS detail reports for 7 grants within the consolidated application as of July 28, 2022
6	Timeliness of Grant Applications, FY 2022-23	3	6	10	90% to 100% on time	80% to 89.99% on time	Less than 80% on time	Timeliness of grant applications for 2022-23 fiscal year as indicated on internal ShareFile Tracker as of August 2, 2022
7	The LEA's average school-level percentage of federal funds comprising the total per-pupil expenditure amount.	3	6	10	Less than 7%	7.00% - 8.99%	9% or more	2020-21 School per-pupil expenditures report as of August 8, 2022





# 2022-23 Monitoring: Tier 1

## Common across all participating programs:

- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific topic documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months are October, November, February and March.

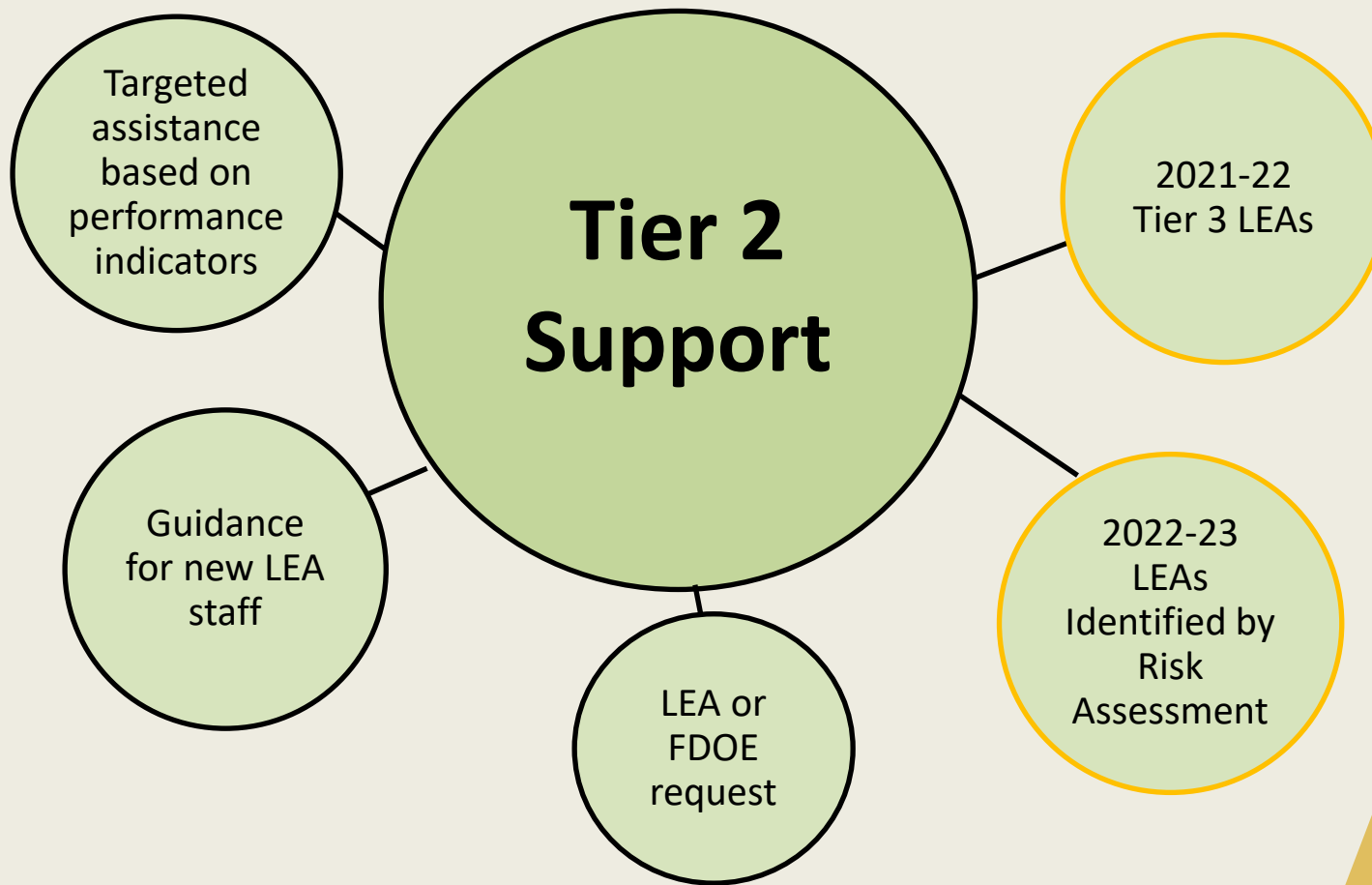


# 2022-23 Monitoring: Tier 1

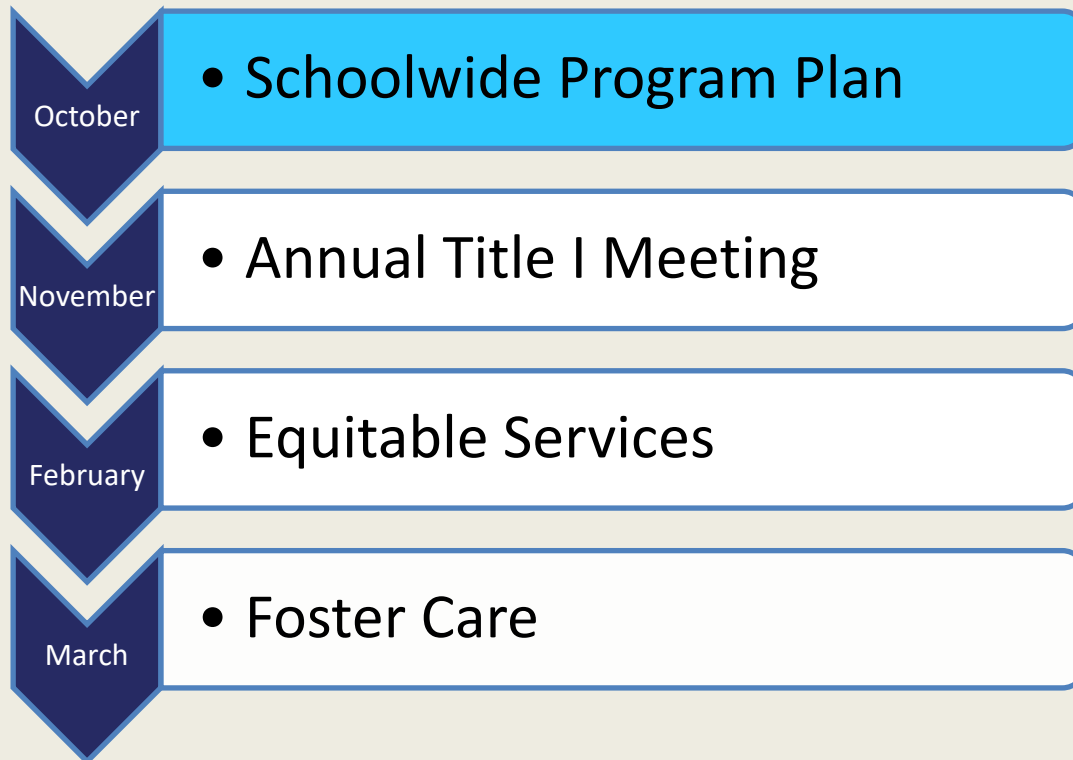
**Florida's 2022-23 K12 ESEA Federal Programs Tier 1 Monitoring One-Pager**

Topical Support – September 1 <b>October Uploads</b>	Topical Support – October 1 <b>November Uploads</b>	Topical Support – January 1 <b>February Uploads</b>	Topical Support – February 1 <b>March Uploads</b>
<b>Title I, Part A</b>	<b>Title I, Part A</b>	<b>Title I, Part A</b>	<b>Title I, Part A</b>
Schoolwide Program Plan	Annual Title I Meeting	Equitable Services	Foster Care
<b>Title I, Part C</b>	<b>Title I, Part C</b>	<b>Title I, Part C</b>	<b>Title I, Part C</b>
Residency Verification	Priority for Services	Migrant Parent Advisory Council	No Upload Required
<b>Title I, Part D</b>	<b>Title I, Part D</b>	<b>Title I, Part D</b>	<b>Title I, Part D</b>
Educational Services	Professional Development	Transition Supports	Evaluation
<b>Title II, Part A</b>	<b>Title II, Part A</b>	<b>Title II, Part A</b>	<b>Title II, Part A</b>
Cross Coordination and Collaboration	Equitable Services	Project Outcomes	No Upload Required
<b>Title III, Part A</b>	<b>Title III, Part A</b>	<b>Title III, Part A</b>	<b>Title III, Part A</b>
Language Instruction Notice	Program Implementation	Language Instruction Notice	No Upload Required
<b>Title IV, Part A</b>	<b>Title IV, Part A</b>	<b>Title IV, Part A</b>	<b>Title IV, Part A</b>
Stakeholder Consultation	Equitable Services	Program Activity and Implementation	Evaluation
<b>Title V, Part B</b>	<b>Title V, Part B</b>	<b>Title V, Part B</b>	<b>Title V, Part B</b>
Attendance	No Upload Required	Program Implementation	No Upload Required
<b>Title IX, Part A</b>	<b>Title IX, Part A</b>	<b>Title IX, Part A</b>	<b>Title IX, Part A</b>
Attendance (Transportation)	Collaboration	Postsecondary Transition	No Upload Required

# 2022-23 Monitoring: Tier 2



# Title I, Part A Monitoring Tier 1



# Schoolwide Programs

Requirements of schoolwide programs that are essential to effective implementation:

- Conducting a comprehensive needs assessment.
- Preparing a comprehensive schoolwide plan.
- Annually reviewing and revising, as necessary, the schoolwide plan.



# October Uploads

## Topic: Schoolwide Program Plan

1. An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) ...
1. The LEA should provide the Schoolwide Program Plan for each identified sample school.

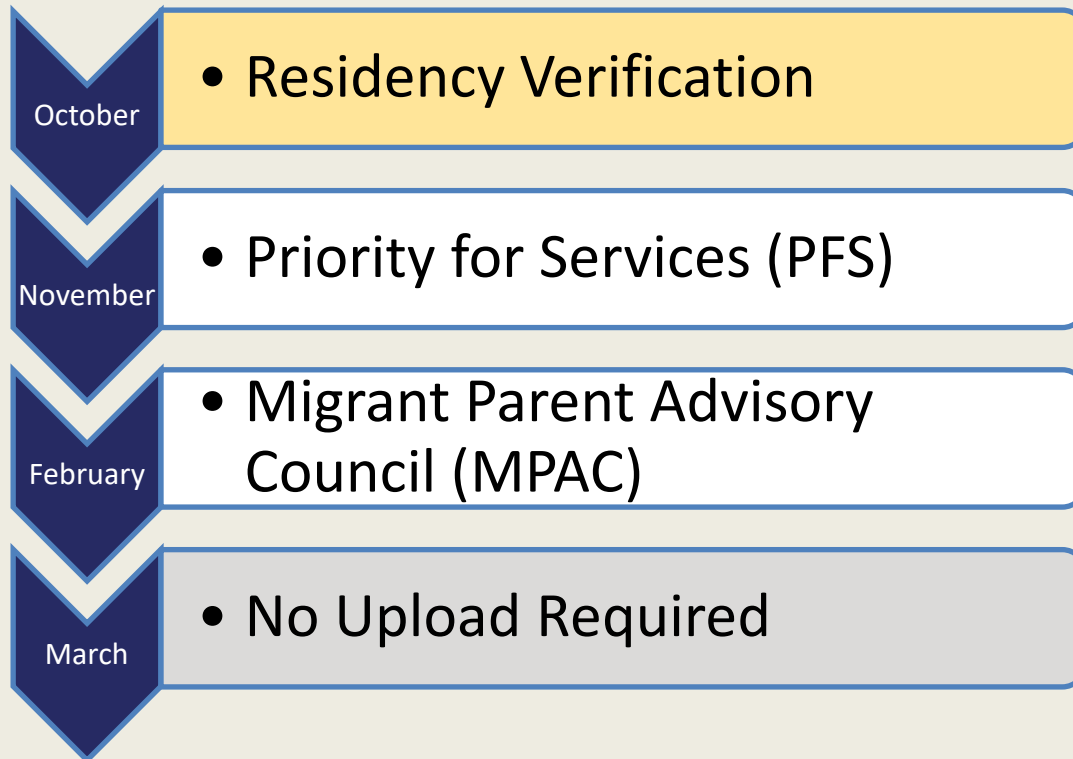
# Title I, Part A

- The signed Constitutionally Protected Prayer form is due October 1, 2022.
- The 2022-23 comparability reporting notification email was sent out on August 1, 2022. Supporting comparability guidance and forms are available at the [floridacims.org](https://floridacims.org) website.
- If you are not receiving emails from the TIPA ListServ, please contact our program office at [TIPA@fldoe.org](mailto:TIPA@fldoe.org).
- Personnel updates.

Contact our program office directly for additional Tier 2 supports.



# Title I, Part C Monitoring Tier 1



# Residency Verification

Section 1304(c)(8) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires states receiving Title I, Part C funds to assure they will assist the United States Secretary of Education in determining the number of migratory children residing within their service areas.

In order to meet this requirement, the Florida Department of Education local educational agencies (LEAs) receiving Title I, Part C funds to verify the residency of each migratory child identified within their service areas.

# October Uploads

## Topic: Residency Verification

1. The LEA shall assist the state in determining the number of eligible migratory children aged 3 through 21, who reside in the state full-time and part-time, through such procedures as the state may require. As part of determining the number of eligible migratory children, the LEA must verify that each eligible migratory child in its district resided in its district at least one day or more between the calendar dates of September 1 and August 31.
- 1(a). Provide a description of how the LEA verifies the residency of migratory children, including:
  - methods used to verify residency; and
  - what dates are recorded for residency verification dates.
- 1(b). Provide a list of migratory children who will turn 3 years old during the 2022-23 school year.





# October Uploads

The Residency Verification Date (RVD) is the date on which an eligible migratory child's residency within the district is verified. The RVD must occur on or after the child's qualifying arrival date (QAD); on or after the child's third birthday; prior to the child's eligibility expiration date; and between September 1 and August 31. Examples include:

- The child's QAD, if it is within the reporting period.
- School attendance date.
- Certificate of Eligibility (COE) recertification date (for COEs prior to 2022-23).
- Date the LEA provided a service to the child.
- Date a residency verification interview was conducted.

# Title I, Part C

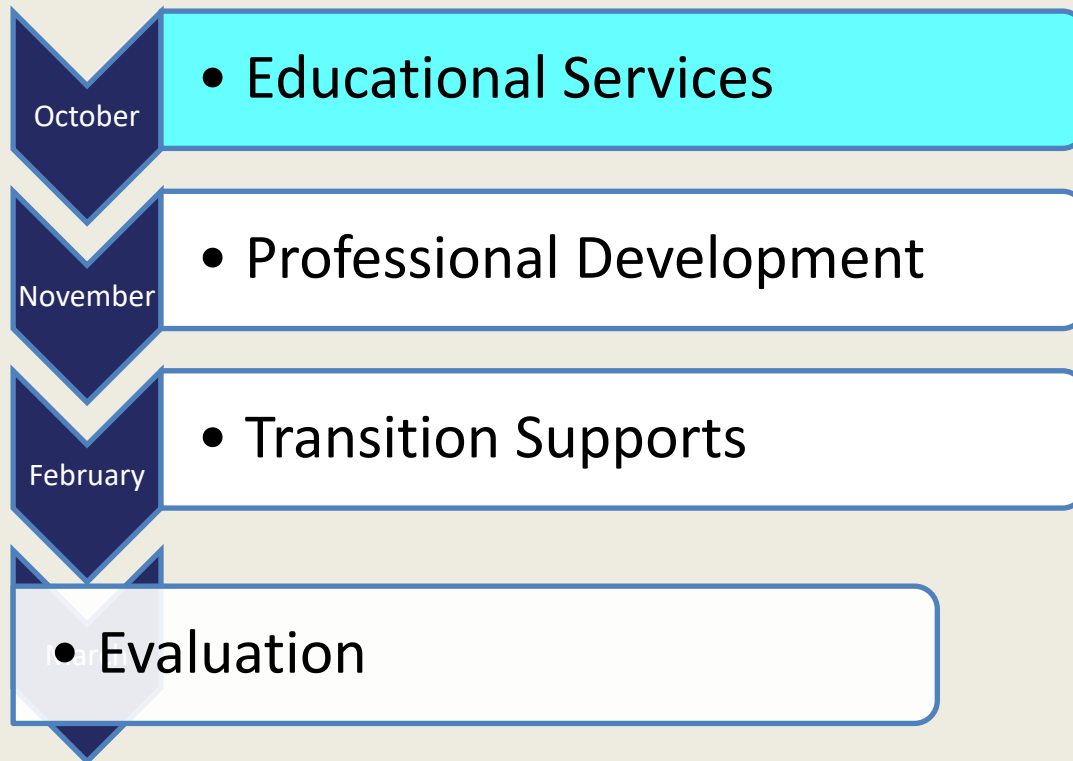
## Reminders:

- Beginning with the 2021-2022 performance period, the U.S. Department of Education will use the Migrant Student Information Exchange (MSIX) to determine state migratory child counts.
- Please work closely with your district data team to reconcile migratory child counts between Survey 5, MSIX and your local database.
- October 31, 2022, is the last date to submit edits for Survey 5.
- If you are not receiving emails from the Migrant ListServ, please contact the FMEP Director.

Contact our program office directly for additional Tier 2 supports.



# Title I, Part D Monitoring Tier 1



# October Uploads

## Topic: Educational Services

1. LEA ensures formal agreements with participating correctional facilities and alternative programs serving children and youth involved with the juvenile justice system...

1. For each LEA serving students with Title I, Part D funds in correctional facilities with formal agreements, the LEA should provide a current cooperative agreement between LEA and DJJ, LEA and county jail, and contract for educational services between LEA and contracted provider, if applicable.



# October Uploads

Evidence of compliance for cooperative agreements and contracts for educational services:

- Must be current, evidenced by signatures and date.
- Must include the 13 program requirements for correctional facilities receiving funds under ESEA section 1425 (<https://neglected-delinquent.ed.gov/title-i-part-d-statute#sec1425>).



# Title I, Part D Important Dates

## Survey 5:

- Final Update/Amendment Date: October 31, 2021
- Key data elements to be reported for students served with Title I, Part D funds: Fund source D, dropout prevention/juvenile justice programs code, and pre-test and progress levels for mathematics and English language arts.

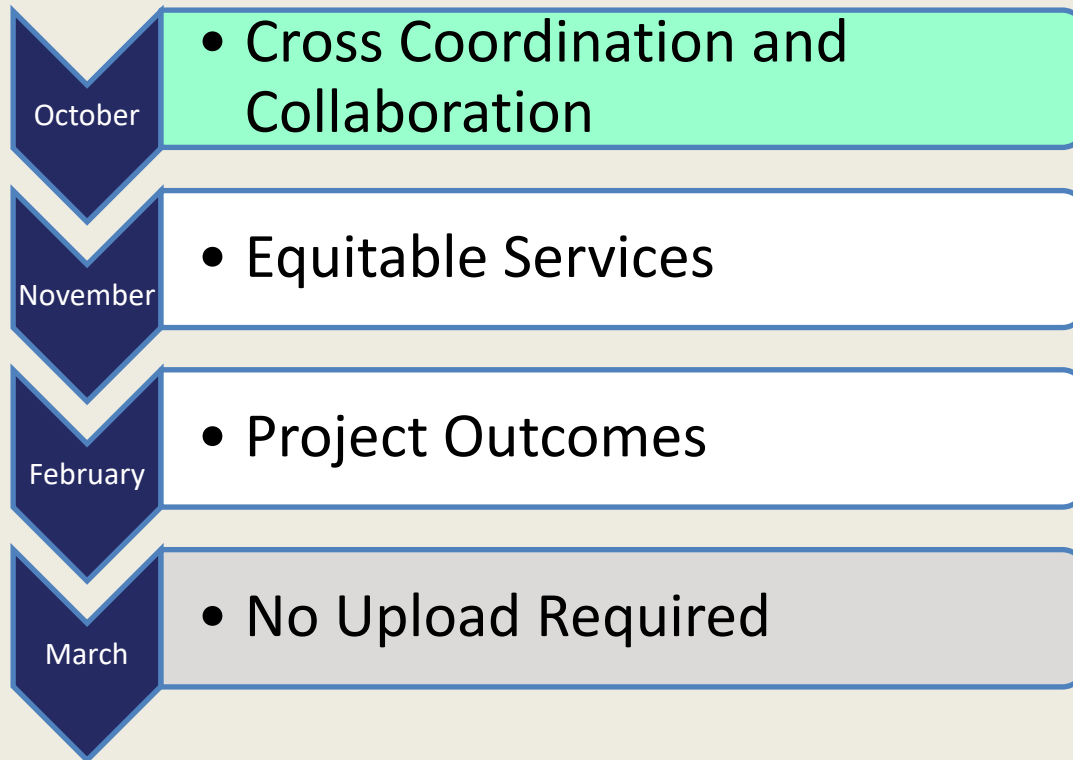
## Survey 9:

- Due Date: December 2, 2022
- State Processing: November 21, 2022 – January 5, 2023
- Counts of neglected and delinquent students determines Title I, Part D, Subpart 2 funding allocation for LEAs.

Contact our program office directly for additional Tier 2 support.



# Title II, Part A Monitoring Tier 1



# Cross-Coordination and Collaboration

A comprehensive plan that collaborates with all supplemental programs that a student qualifies for will:

- Increase program effectiveness;
- Eliminate duplication of funds; and
- Reduce fragmentation of the instructional program.

# October Uploads

## Cross-Coordination and Collaboration

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. The LEA ensures the implementation of a system of professional development to increase the quality and effectiveness of teachers, principals and other school leaders.</li></ol> | <ol style="list-style-type: none"><li>1. Each LEA will provide documentation that shows how multiple federal supplemental programs are being used to provide professional development.</li></ol> |
|---|--|

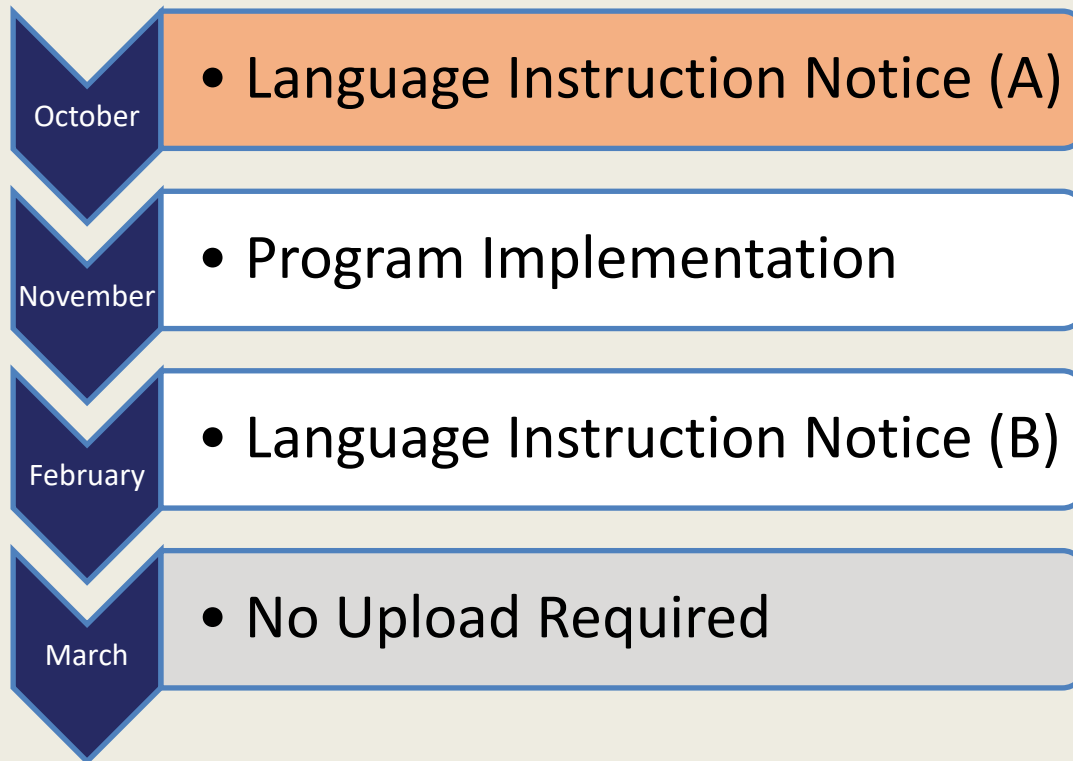
Contact our program office directly for additional Tier 2 support.



**ESSA Section 2101(c)(4)(B)(i)(I)**



# Title III, Part A Monitoring Tier 1





# October Uploads

## Topic: Language Instruction Notice

1. Each local educational agency using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program...
- 1(a). The LEA will provide a letter dated not later than 30 days after the beginning of the school year that informs parents that their student is still in the ESOL program.

# Notice of Supplementary Instructional Services

Elements of the notification letter include:

- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is participating and the methods of instruction;
- The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for English learners;
- Information pertaining to parental rights that includes written guidance on detailing the right that parents have to have their child immediately removed from the program upon their request.

See ESSA Section 1112(e)(3)(A) for a full list of requirements.

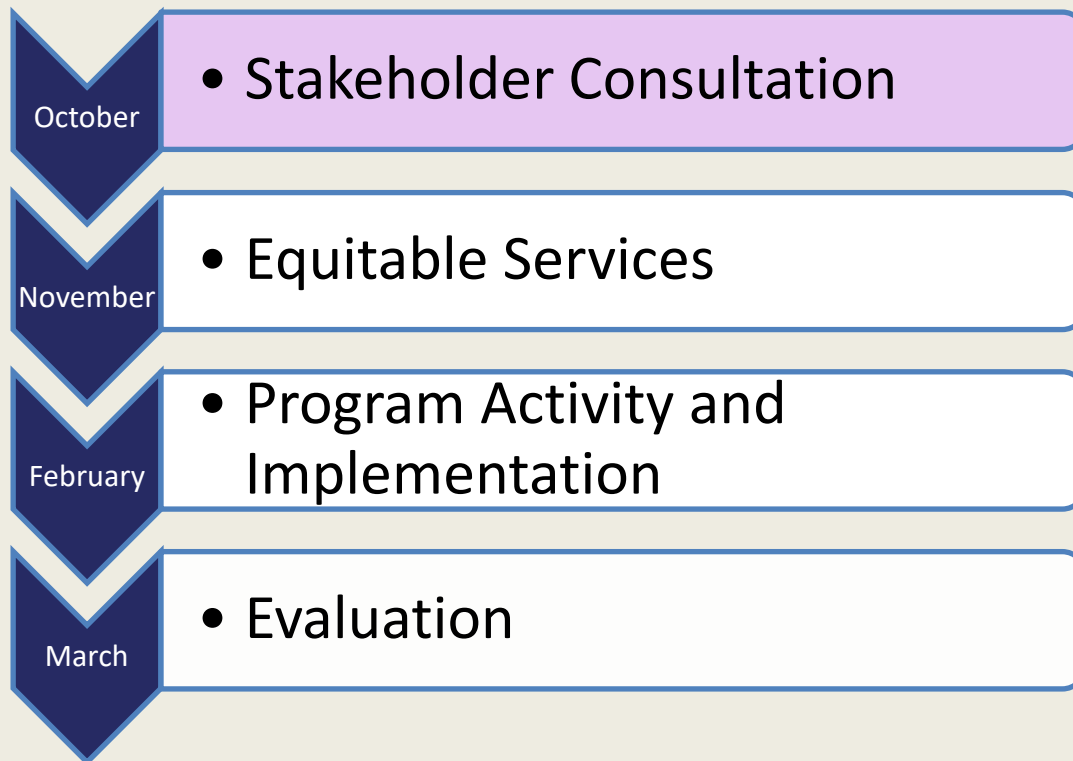
# Title III, Part A Updates

- The Title III, Part A program is located within the Bureau of Student Achievement through Language Acquisition (SALA).
- Our program's goal is to increase student academic achievement and English language acquisition.
- We look forward to providing Title III, Part A technical assistance supports.

Contact our program office directly for additional Tier 2 support.



# Title IV, Part A Monitoring Tier 1



# Stakeholder Consultation

The Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requires LEAs to develop its application in consultation with entities such as parents, students, teachers, school administrators and the others outlined in statute.

LEAs should engage in continued consultation with those stakeholders throughout the grant period.

# October Uploads

## Topic: Stakeholder Consultation

1. ESEA Section 4106(c) requires LEAs to develop its application in consultation with entities outlined in Section 4106(c)(1) and engage in continued consultation with those entities for the purposes outlined in Section 4106(c)(2).

1. Documentation to show continued consultation occurred or will occur may include:

- an agenda with meeting notes from a stakeholder meeting occurring after the start of the grant period;
- a calendar invite showing a scheduled meeting with meeting details;
- a recording of a virtual stakeholder meeting occurring after the start of the grant period; and
- e-mail correspondence occurring after the start of the grant period with multiple stakeholders discussing the implementation of activities and programs.

Contact our program office directly for additional Tier 2 support.

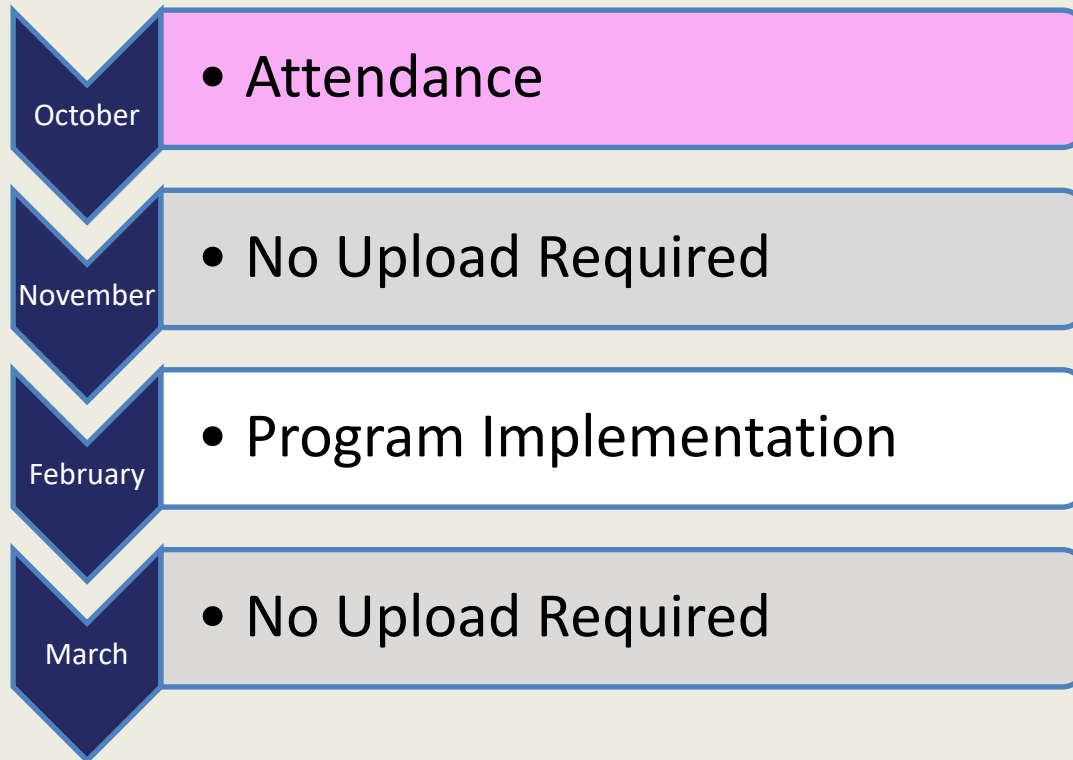


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**ESSA Section 4106(c)**



# Title V Monitoring Tier 1



# Attendance

Section 5221(b)(3) of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), outlines the allocation methods a state educational agency may choose to award LEAs.

Florida allocates using the average daily attendance method outlined in Section 5221(b)(3)(B). LEAs are required under Section 5231 to provide this information to the USDOE and the state educational agency.



# October Uploads

## Topic: Attendance

1. Florida allocates using the average daily attendance method outlined in Section 5221(b)(3)(B). LEAs are required under Section 5231 to provide this information to the USDOE and the state educational agency.
1. The LEA should provide documentation to demonstrate measures are in place to prevent attendance errors and address truancy.  
  
Documentation must include:
  - Procedures for identifying and correcting attendance errors.
  - Truancy policy and procedures.

Contact our program office directly for additional Tier 2 support.

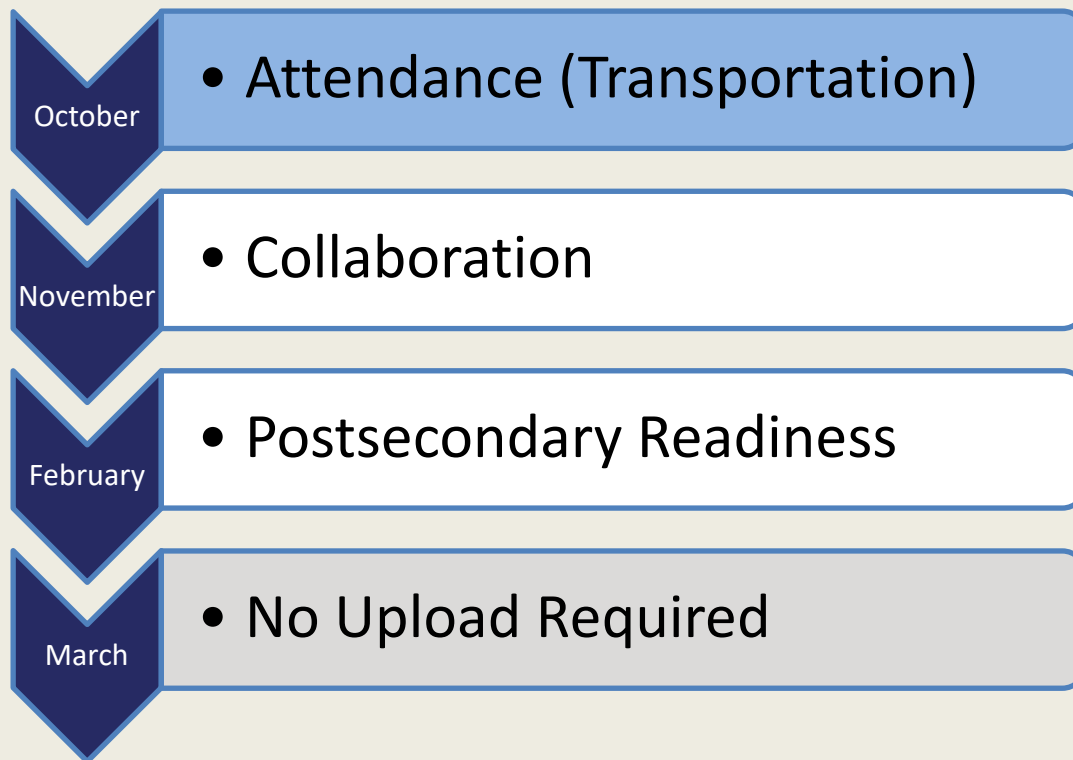


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**ESSA Section 5231**



# Title IX, Part A Monitoring Tier 1



# Attendance (Transportation)

Title IX, Part A, of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA), also referred to as the McKinney-Vento Act (MVA), requires LEAs to review and undertake steps to revise practices or policies that may act as barriers to the enrollment and attendance of homeless children and youths. This includes transportation policies.

Under the MVA, homeless children and youths are entitled to receive transportation that is comparable to what is available to non-homeless students as well as transportation to their school of origin.

# October Uploads

## Attendance (Transportation)

1. The LEA shall ensure the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to school of origin, even if such transportation is across LEA lines, and are assisted in accessing transportation to the school that was selected.

- 1(a). Documents provided to parent or guardian of homeless children or youths or unaccompanied youths fully informing them of school of origin and/or comparable services transportation including copies of trainings and/or meetings with parents/guardians, unaccompanied youths.



# October Uploads


## Attendance (Transportation)

- 1(b). Collaborative planning and MVA training meeting agendas, sign-in sheets with the LEA transportation department personnel, training materials, emails and request forms.
- 1(c). Communication and coordination records/logs with the LEA's Transportation Department regarding requests for school of origin transportation, the start of that transportation.
- 1(d). Student Transportation Referral or Request Form or emails.
- 1(e). Inter-LEA agreement, communication and coordination records of inter-district arrangement of homeless students' transportation to and from their school of origin.



# October Uploads

2022-23 Monitoring Report: Title IX, Part A

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Florida's 2022-23 K12 ESEA Federal Programs Universal Monitoring System

Title IX, Part A		
Local Educational Agency (LEA) Name		
LEA Main Monitoring Contact		
Contact Name		
Phone		
Topic	Attendance	
Requirement	1. The local educational agency shall ensure the transportation of a homeless child or youth, including any unaccompanied minor, is informed of all services, including transportation to and from their school of origin and are assisted in selecting transportation.	
	records of inter-district arrangement of homeless students' transportation to and from their school of origin	
Provide the document title, a description, and the upload page number(s).		
Document Title	Description	Page(s)

Screen capture  
update for  
new contact  
info

Contact our program office directly for additional Tier 2 support.



# Strategic Improvement Destination





# FDOE Program Office Contacts

Program	Director	Email
Title I, Part A	Matthew Wiley	Matthew.Wiley@fldoe.org
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Title I, Part D	Carla Greene	Carla.Greene@fldoe.org
Title II, Part A	Matthew Caldwell	Matthew.Caldwell@fldoe.org
Title III, Part A	Ginger Alberto	Ginger.Alberto@fldoe.org
Title IV, Part A	Dr. Cassandra Brown	Cassandra.Brown@fldoe.org
Title V, Part B	Dr. Hilal Peker	Hilal.Peker@fldoe.org
Title IX, Part A	Courtney Walker	Courtney.Walker@fldoe.org

Email [UMS@fldoe.org](mailto:UMS@fldoe.org) for general universal monitoring system support.





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